Lesson Preparation

Materials
- letter tiles (in containers)
- Letter Card 19 (e)
- Picture Card 19 (elephant)
- Spelling Card 18 (/e/)
- Review Decks

Before class
- Cover the picture on the Ee Wall Card.

Lesson Warm-Up

Phonological/Phonemic Awareness

Objective: To develop the ability to unblend sounds in words

"Let's unblend words to hear each sound."

"Echo 'bug.'"  bug

- Say the word again slowly, holding up one finger for each of the three sounds as you say them. Encourage children to do the same.

"How many sounds are in this word?"  three

- Repeat with the following:
  fun  must
  sit  last
  cat  top

Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, and sight words

- Reminder: Never mix the individual card decks.
- Quickly review the Letter, Picture, and Sight Word Decks.
Spelling Sound Review

Objective: To practice spelling letter sounds and words

- Seat children where they can work with the letter tiles easily.
- Distribute the letter tile containers. Tell children which side to use, and have them lay their tiles in a row.
- Quickly review the Spelling Deck. Children should echo the sounds, name the letters that make them, and move the appropriate tiles to another row. (Make sure children move the correct tiles.)
- Select words from the Spelling Word List that children can spell using their tiles. Choose from the list only previously taught words and words that do not require duplicate letter tiles.
- Have children spell the following sight words with their letter tiles, and remind them to refer to the caterpillar word wall if necessary:
  - into
  - four
  - from
- Have children spell additional phonetic words from the caterpillar word wall before you collect the letter tile containers.

New Increment: The Letter E

Handwriting E

- Seat children in small groups.
- Distribute Worksheet 73 and an extra sheet of paper to each child.
- Pronunciation Note: Pronounce the following vowel sound like the e in “elf”:
  - "Echo /ɛ/."  /ɛ/
  - "/ɛ/ is the short sound of the letter e."
- Optional: Show children the pictures on pages 12 and 13 of Max’s Big Book of Songs. Introduce the letter E verse from “We Love the Alphabet” on Max’s Sing-Along CD. Tell children to listen for words that begin with /ɛ/. Later, ask them to say the /ɛ/ words they heard.
- Write a lowercase e on the board in the handwriting you want children to learn. (Specific handwriting strokes are described in the Handwriting Booklet.)
  - "This is a lowercase letter e."
- Have children skywrite the letter e a few times before they practice writing e’s on the extra sheet of paper. Children should name the letter each time they write it.
- Assist any children whose e’s are improperly written.
Introduce capital E.

- Write a capital E on the board, and let children skywrite and practice writing capital E's.
- Have children set their worksheets aside for use later in the lesson.

**New Deck Cards for E**

- Show Letter Card 19 and have children name the letter.
  “Is ‘e’ a vowel or a consonant?” vowel
  “Our new keyword for e begins with /e/. See if you can guess it.”
- Introduce the keyword “elephant” with the following riddle:
  “This animal is big and gray. It has tusks and big ears. It also has a long nose called a ‘trunk.’ What do you think it is?” elephant
- Show Picture Card 19 and uncover the picture on the wall card.
  “When you see this card, say ‘elephant, /e/!’”
  “The keyword ‘elephant’ helps us remember the /e/ sound because it begins with /e/.”
  “Remember, vowels have at least two sounds. The e on this card has a breve over it to help us remember that /e/ is the short sound of e.”
  “Get out your worksheet and put your finger on the #1.”
- Follow the instructions on Spelling Card 18. Children should write a lowercase e beside #1.
- Add the three new cards to the Review Decks.

**Application and Continual Review**

“Look at the letters in the box on your worksheet. Do you see any e’s?” yes
“Circle all of the e’s.”
“Turn your paper over. Look at the pictures at the top of the page. What is the first picture?” plant
- Give credit to any answer that corresponds to the picture, but lead to the answer provided.
  “What sound do you hear at the beginning of ‘plant’?” /p/
  “What letter makes the /p/ sound?” p
  “Write the lowercase letter p on the line beneath the picture of a plant.”
- Repeat with #3 (egg) and #4 (bench).
  “Look at the word by #5. Which letter is a vowel?” e
  “Put your finger under the vowel. How will we code it?” short; breve
“Why?” followed by a consonant

- Have children code the vowel. Ask a volunteer to read the word (net). Help children blend the sounds, as needed.

“Draw a line from the word ‘net’ to the picture of a net.”

- Repeat with #6 (bell) and #7 (leg). Remind children to look for twin consonants.

“Look at the words at the bottom of your paper.”

“Read these words to someone at home tonight.”

- Try to call each child to your desk during the day to read the words in the High Frequency Word Box. Children must learn to recognize these words quickly in order to become fluent readers.
- Check each child’s worksheet and have him/her correct it.
- Have children put their worksheets in their Homework Folders.

► Optional Handwriting Practice: Use the strokes outlined in the Handwriting Booklet to demonstrate how to skywrite capital and lowercase e’s. Distribute Handwriting Master 13 and have children practice forming capital and lowercase e’s. Send home the completed master to show parents the correct formation of letter e. For additional handwriting practice and review of previously taught sight words, distribute Handwriting Master 66. Have children complete the sheet in class or as homework.

Classroom Practice

Objective: To practice recently introduced words

- Distribute Reading Practice 12. Before sending it home, you may check off words that the child can read.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  - Worksheet 73
  - Reading Practice 12
  - Handwriting Masters 13 and 66 (optional)

Dear Home/Carer,

Your child has learned the sound, /e/, and written three of the letters, e, e, and ee, and should practice writing these sounds every day. By the end of the week, your child should be able to read and write words with the /e/ sounds.

Dear Home/Carer,

The words in the box are some of the words that your child will be working on in class. These words are on the chart for the /e/ sound. It is important that you practice these words with your child at home to help them remember the sounds and their spelling.

Dear Home/Carer,

Your child has learned the sound, /e/, and written three of the letters, e, e, and ee. By the end of the week, your child should be able to write words with the /e/ sound. It is important that you practice these words with your child at home to help them remember the sounds and their spelling.

Dear Home/Carer,

The words in the box are some of the words that your child will be working on in class. These words are on the chart for the /e/ sound. It is important that you practice these words with your child at home to help them remember the sounds and their spelling.

Lesson 73
Lesson Preparation

Materials
- alphabet handwriting strips
- Review Decks
- Sight Word Card 7 (one)
- Worksheet 74
- Handwriting Master 39 (optional)
- Decodable Reader 7 (Ben is Ten!)
- colored pencils

Lesson Warm-Up

Alphabet Activity

Objective: To review the vowels and the alphabet

- Children should have their alphabet handwriting strips available.
  
  “How many letters are in the alphabet?” 26
  
  “What two kinds of letters make up the alphabet?” vowels and consonants
  
  “Name the vowels:” a, e, i, o, u

- Divide the class into two teams.
  
  “Let’s say the alphabet in teams. Team 1 will say ‘A.’ Team 2 will say ‘B.’ Team 1 will say ‘C.’ Team 2 will say ‘D,’ and so on.”

- Continue through the alphabet, keeping the rhythm as steady as possible.

Phonological/Phonemic Awareness

Objective: To unblend two initial consonant sounds

“Let’s work with consonant blends.”
“I’ll say a word that begins with a blend. Tell me the blend you hear.”

“Echo ‘grass.’” grass

“What blend do you hear at the beginning of ‘grass’?” /gr/

“What are the two sounds in /gr/?” /g/ and /r/

- Repeat with the following:
  
  glass (/gl/)
  great (/gr/)
  grin (/gr/)
  grab (/gr/)
  gloss (/gl/)
  glob (/gl/)
Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, and sight words

• Quickly review the Letter, Picture, and Sight Word Decks.

Spelling Sound Review

Objective: To practice spelling letter sounds

• Seat children in small groups where they can write comfortably.
• Distribute Worksheet 74.
• Quickly review the following spelling sounds. Children should echo the sounds, name the letters that make them, and write the appropriate responses on lines 1–12.

1. /æ/ e
2. /r/ r
3. /m/ m
4. /i/ i
5. /f/ f
6. /k/ k, c
7. /ʊ/ o
8. /ä/ a
9. /b/ b
10. /z/ z
11. /ʊ/ u
12. /s/ s

• If necessary, write each letter on the board after children echo and name it.

New Increment: Sight Word “one”

• Write the following on the board:

  one

“This word is ‘one.’ This sight word does not follow our rules, so we must memorize it.”

“Who can use the word ‘one’ in a sentence?”  various answers

“You’ll see this sight word often, so you must be able to recognize it. This word will be in your reader today.”

• Show Sight Word Card 7, and have children read the word.
• Add the new card to the Sight Word Deck.
• Help children locate “one” on the Numbers Poster.
Application and Continual Review

"Look at the letters in the boxes on your worksheets."

"Do you see any e's?" yes

- Have children draw a line between the capital and lowercase e's in the boxes. Have them draw lines between other matching capital and lowercase letters.

"Turn your paper over. Look at the words by #1. Circle the word 'tell.'"

- Repeat with #2 (spell), #3 (rest), #4 (step), and #5 (nest).

"Look at the words at the bottom of your paper."

"Read these words to someone at home tonight."

- Try to call each child to your desk during the day to read the words in the High Frequency Word Box. Children must learn to recognize these words quickly in order to become fluent readers.

- Check each child's worksheet and have him/her correct it.

- Have children put their worksheets in their Homework Folders.

Optional Handwriting Practice: Distribute Handwriting Master 39. Have children practice writing the capital and lowercase letters in class or as homework. Make extra copies if you would like to provide additional handwriting practice throughout the week.

Decodable Reader: Print Awareness

- Write the following on the board:

  Ben's pals tell him. "Ben is the best!"

- Track the print as you and children read the first sentence aloud together.

- Point to the apostrophe.

  "What do we call this mark?" an apostrophe

  "What do we mean when we write apostrophe s?" We show that someone or something belongs to someone.

  "Right! When we write apostrophe s, we show that something belongs to someone."

  "Whose pals are they?" Ben's

- Point to the quotation marks in the second sentence.

  "Does anyone know what these marks are?" various answers

  "These are quotation marks. We write a quotation mark at the beginning ..."
Point to the first quotation mark.
"... and at the end ..."
Point to the ending quotation mark.
"... of the exact words a person says."
Track a finger under the exact words.
"We do not say or do anything special when we come to quotation marks as we read. They just signal words that characters speak."
"Let’s read this sentence together to find the exact words that Ben’s pals say."
Track the print as you and children read the second sentence aloud.
"What are the exact words that Ben’s pals say?" Ben is the best!

Decodable Reader: Understanding the Story

Distribute Decodable Reader 7 (Ben Is Ten!).
Have children read their books independently.
When children finish reading, ask questions about the story. (If desired, read the questions at the back of the story to children.)
Allow children to color the readers.

Distribute Decodable Reader 7 (Ben Is Ten!)
Read the title of the book together as a class.
Ask children to open their books and read the story independently.
Continue with the following questions when children finish:
“How does Ben help Gram?” He walks Zeb and makes cupcakes.
“How does Ben help Mom?” He sets up the net.
“Why are Gram and Mom keeping Ben busy?” so he won’t know about the surprise party.
“Do you think this party is a good surprise for Ben? Why?” Yes, surprise birthday parties are fun. Ben will have fun with his pals.
Distribute some colored pencils to each child, and have children color the pictures.

Reminder: A teacher or parent should read the comprehension questions aloud and have children answer them. (Comprehension questions are not decodable. Although some may enjoy the challenge, children should not be expected to read them.)

Keep the decodable readers at school for practice. Send them home when children can read them easily.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  - Worksheet 74
  - Handwriting Master 39 (optional)
  - Decodable Reader 7 (if the child can read it easily)

---

**Worksheet 74**

**Name:**

![Image of Ee with an elephant]

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
</tr>
</thead>
<tbody>
<tr>
<td>tot</td>
<td>(spell)</td>
<td>ramp</td>
<td>stun</td>
<td>(nest)</td>
</tr>
<tr>
<td>tell</td>
<td>spit</td>
<td>raft</td>
<td>stop</td>
<td>not</td>
</tr>
<tr>
<td>trim</td>
<td>spill</td>
<td>rest</td>
<td>step</td>
<td>net</td>
</tr>
</tbody>
</table>

**High Frequency Word Box:**

- one
- get
- help
- ten
- has

---

**Dear Parent/ Guardian:**

The words in this box are some of the words that your child frequently uses. It helps your child remember more sight words, thus building a strong vocabulary base. These words are also used to signal the end of the week or the next week.
Lesson Preparation

Materials
- e letter tiles
- letter tiles
  (in containers)

- Review Decks
- Worksheet 75

Before class
- Add the e letter tile to each container. Two letter tiles are included for the letter e. The duplicate tile has been provided for optional use with any spelling activities requiring more than one e. Distribute the extra tiles only when you feel they are needed.

Lesson Warm-Up

Alphabet Activity

Objective: To use kinesthetic response to practice the alphabet

"Let's say the alphabet while we do jumping jacks."
- Have children spread out so that they have enough room.
- Recite letters in rhythm with the jumping jacks.

➤ Alternate Activity: Recite the alphabet together, clapping once for each letter.

Phonological/Phonemic Awareness

Objective: To develop awareness that sentences are composed of individual words and to determine the number of words in sentences

"I'll say some sentences. Tell me how many words are in each one. You may use your fingers to count the words."
- If desired, use the following:
  
  My mom really likes turnips.
  School is a great place to be!
  The leaves fall from the trees.
  Apples are red and green.
  Short vowels are coded with breves.
  The weather is hot in the summer.
- If desired, allow children to compose their own sentences and to count the number of words.

**Daily Letter and Sound Review**

**Objective:** To practice letter recognition, letter sounds, and sight words

- Quickly review the Letter, Picture, and Sight Word Decks.

**Spelling Sound Review**

**Objective:** To practice spelling letter sounds and words

- Seat children where they can work with the letter tiles easily.
- Distribute the letter tile containers. Tell children which side to use, and have them lay their tiles in a row.
- Quickly review the Spelling Deck. Children should echo the sounds, name the letters that make them, and move the appropriate tiles to another row. (Make sure children move the correct tiles.)
- Select words from the Spelling Word List that children can spell using their tiles. Choose from the list only previously taught words and words that do not require duplicate letter tiles.
- Have children spell the following sight words with their letter tiles, and remind them to refer to the caterpillar word wall if necessary: one into four
- Have children spell additional phonetic words from the caterpillar word wall before you collect the letter tile containers.

**Application and Continual Review**

- Seat children in small groups where they can write comfortably.
- Distribute Worksheet 75.
  - “Look at the letters in the box. Circle the capital E’s.”
  - When children finish, have them count the E’s.
  - “Turn your paper over. Look at the word by #1. Which letter is a vowel?”
  - “Put your finger under the vowel. How will we code it?”
  - “Why?” followed by a consonant
- Have children code the vowel. Ask a volunteer to read the word (log). Help children blend the sounds, as needed.
  - “Draw a line from the word ‘log’ to the picture of a log.”
- Repeat with #2 (sun), #3 (net), #4 (fan), #5 (cat), and #6 (cup). Call on a different child to read each word.
Remediation Tip: Allow children who are successfully blending to read the words to you. Children who are not ready to blend may locate various letters and tell you their sounds. Blend the sounds with these children, and let them match each word to its picture.

“Look at the words at the bottom of your paper.”

“Read these words to someone at home tonight.”

- Try to call each child to your desk during the day to read the words in the High Frequency Word Box. Children must learn to recognize these words quickly in order to become fluent readers.
- Check each child’s worksheet and have him/her correct it.
- Have children put their worksheets in their Homework Folders.

School/Home Reinforcement

- Send the following home with children at the end of the day:
  Worksheet 75
Lesson Preparation

Materials
- Review Decks
- Worksheet 76
- Oral Assessment 17
- Oral Assessment 17 Answer Form
- Oral Assessment 17 Recording Form

- ball
- marker(s)
- eight 4" colored construction paper circles (one for sight word)

Lesson Warm-Up

Alphabet Activity

Objective: To review the alphabet, with each child naming one letter in alphabetical order

• Seat children in a circle where they can roll a ball to one another.
  "Let's say the alphabet as we roll this ball."
  "I'll say 'A' and roll this ball to someone. That person will say 'B' and roll the ball back to me. We'll say the whole alphabet."

• Continue through the alphabet, making sure each child gets to roll the ball and recite a letter. If necessary, repeat the alphabet so all children may have a turn.

Phonological/Phonemic Awareness

Objective: To recognize letter sounds

"I'll say some words. If you hear the /e/ sound, stand up. If you don't hear that sound, sit down."

• Say the following:
  
  wet  gnat  hop
  met  bet  on
  elk  hand  fret
Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, and sight words

- Quickly review the Letter, Picture, and Sight Word Decks.

Spelling Sound Review

Objective: To practice spelling letter sounds

- Seat children in small groups where they can write comfortably.
- Distribute Worksheet 76.
- Quickly review Spelling Cards 1–18. Children should echo the sounds, name the letters that make them, and write the appropriate responses on lines 1–18.
- Check these sheets for accuracy today.

Application and Continual Review

“Turn your worksheet over. Look at the letters in the box.”

“Circle the capital E’s.”

- When children finish, have them count the capital E’s.
- Repeat with the lowercase e’s.
- Have children circle any other letters you think they need to practice.

“Look at the word #1. Which letter is a vowel?”

“Put your finger under the vowel. How will we code it?” short; breve

“Why?” followed by a consonant

- Have children code the vowel. Ask a volunteer to read the word (mop). Help children blend the sounds, as needed.

“Draw a line from the word ‘mop’ to the picture of a mop.”

- Repeat with #2 (net), #3 (step), #4 (pin), #5 (nest), and #6 (mess). Remind children to look for twin consonants.

➤ Remediation Tip: Allow children who are successfully blending to read the words to you. Children who are not ready to blend may locate various letters and tell you their sounds. Blend the sounds with these children, and let them match each word to its picture.

“Look at the words at the bottom of your paper.”

“Read these words to someone at home tonight.”

- Try to call each child to your desk during the day to read the words in the High Frequency Word Box. Children must learn to recognize these words quickly in order to become fluent readers.
Check each child's worksheet.

- Check each child's worksheet and have him/her correct it.
- Have children put their worksheets in their Homework Folders.

**Assessment and Remediation**

- Note: *The following is a noncumulative assessment. If you do not have time to focus on every child, focus on those children who may require more practice or remediation.*

- Give Oral Assessment 17. Interview children individually. Record their responses on *Oral Assessment 17 Answer Form*; then transfer them to *Oral Assessment 17 Recording Form*, if desired.

- The assessment may be completed over a period of five days.

- Do not grade the assessment, but use it to address the needs of your class. If a child is not performing at an 80% mastery level, plan intervention and extra help immediately. If any children have difficulty with specific concepts, follow the instructions provided on the answer form.

**Classroom Practice**

**Objective:** To practice reading words on the word wall

- **Caterpillar Word Wall:** *Add some or all of the following words to the caterpillar word wall:* “egg,” “elk,” “melt,” “pest,” “sent,” “step,” “test.” *Also add the following sight word, using a separate color marker or circle:* “one.” *If desired, let children initial the word circles they can read.*

**Objective:** To apply onsets and rimes to decode and generate words

- If desired, have children practice forming words by reading or spelling rimes and adding appropriate onsets. This can be done on the board or with letter tiles.

- Combine the following rimes with appropriate onsets to make words:
  - -en
  - -ell
  - -uff

- Words for this activity can be found in the Reading and Spelling Word Lists. You can also refer to the Individualized Practice and Remediation: Hands-on Games and Activities booklet for additional onset-and-rime game ideas.
School/Home Reinforcement

- Send the following home with children at the end of the day:

Worksheet 76
Oral Assessment 17

<table>
<thead>
<tr>
<th>Name: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _______  7. _______  13. _______</td>
</tr>
<tr>
<td>2. _______  8. _______  14. _______</td>
</tr>
<tr>
<td>3. _______  9. _______  15. _______</td>
</tr>
<tr>
<td>4. _______ 10. _______  16. _______</td>
</tr>
<tr>
<td>5. _______ 11. _______  17. _______</td>
</tr>
<tr>
<td>6. _______ 12. _______  18. _______</td>
</tr>
</tbody>
</table>

**Ee**

1. mop
2. net
3. step

- pin
- nest
- mess

One get help
ten into

High Frequency Word Set

E e R e F G t E

**Rr Gg Ss Tt Mm**

**Uu Oo Bb Ff Kk**

**Hh Pp Aa Ll Zz**

**Ii Nn**

**Zip zap fuzz**

**Run four**
Lesson Preparation

Materials
- letter tiles (in containers)
- Letter Card 20 (y)
- Picture Card 20 (yarn)
- Spelling Card 19 (/y/)
- Review Decks
- Worksheet 77

Before class
- Cover the picture on the Yy Wall Card.
- Put pieces of yarn inside a sack (or sacks, depending on your class size) for children to use to guess the new keyword.

Lesson Warm-Up

Phonological/Phonemic Awareness

Objective: To determine whether two words are the same or different

"I'll say two words. Tell me whether they are the same or different."

"Flutter. Gutter. Are they the same or different?" different

- Repeat with the following, presenting as many as time permits:
  kitten/mitten orange/orange
  mustard/mustard batter/tatter
  flower/shower Wednesday/Wednesday

  ▶ Reminder: Some children may need individualized attention to develop this skill.

Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, and sight words

- Quickly review the Letter, Picture, and Sight Word Decks.
Spelling Sound Review

Objective: To practice spelling letter sounds and words

- Seat children in small groups where they can work with the letter tiles easily.
- Distribute the letter tile containers. Tell children which side to use, and have them lay their tiles in a row.
- Quickly review the Spelling Deck. Children should echo the sounds, name the letters that make them, and move the appropriate tiles to another row. (Make sure children move the correct tiles.)
- Select words from the Spelling Word List that children can spell using their tiles. Choose from the list only previously taught words and words that do not require duplicate letter tiles.
- Have children spell the following sight words with their letter tiles, and remind them to refer to the caterpillar word wall if necessary:

  one
  into
  four

- Have children spell additional phonetic words from the caterpillar word wall before you collect the letter tile containers.

New Increment: The Letter Y

Handwriting Y

- Seat children in small groups.
- Distribute Worksheet 77 and an extra sheet of paper. Introduce lowercase y and the /y/ sound.

  "Echo /y/.

  /y/

- Make sure children give the short, crisp sound of /y/ and do not add a short u sound, as in /yuh/.

  "/y/ is one of the sounds the letter y makes."

  > Optional: Show children the pictures on pages 52 and 53 of Max's Big Book of Songs. Introduce the letter Y verse from "We Love the Alphabet" on Max's Sing-Along CD. Tell children to listen for words that begin with /y/. Later, ask them to say the /y/ words they heard.

- Write a lowercase y on the board in the handwriting you want children to learn. (Specific handwriting strokes are described in the Handwriting Booklet.)

  "This is a lowercase letter y."

- Have children skywrite the letter y a few times before they practice writing y's on the extra sheet of paper. Children should name the letter each time they write it.
- Assist any children whose y's are improperly written.
Introduce capital Y.

Introduce y (Letter Card 20).

Introduce the keyword “yarn” (Picture Card 20) with the sack activity or the riddle.

Introduce /y/ (Spelling Card 19).

Have children circle y's. Repeat with other letters, if desired.

For #2–#4, have children identify the pictures (yo-yo, cupcake, banana) and write the initial letters on the lines.

- Write a capital Y on the board, and let children skywrite and practice writing capital Y’s.
- Have children set their worksheets aside for use later in the lesson.

New Deck Cards for Y

- Show Letter Card 20 and have children name the letter.
  “Is ‘y’ a vowel or a consonant?” consonant
  ➤ Note: Vowel y will be taught in Saxon Phonics and Spelling 1.
  “Our new keyword for y begins with /yl/. See if you can guess it.”
- Introduce the keyword “yarn” by allowing each child to feel inside the sack. Then call on various children to see if they have guessed the keyword.
  ➤ Alternate Activity: Introduce the keyword “yarn” with the following riddle:
  “This is made of cotton or wool twisted into long strands. It is used to knit sweaters or weave cloth. It may be wound into balls that cats like to play with. What do you think it is?” yarn
  ➤ Show Picture Card 20 and uncover the picture on the wall card.
  “When you see this card, say ‘yarn, /yl.’”
  “The keyword ‘yarn’ helps us remember the /y/ sound because it begins with /yl/.”
  “Get out your worksheet and put your finger on the #1.”

- Follow the instructions on Spelling Card 19. Children should write a lowercase y beside #1.
- Add the three new cards to the Review Decks.

Application and Continual Review

“Look at the letters in the box on your worksheet. Do you see any y’s?” yes
“Circle all of the y’s.”

- Have children circle any other letters you think they need to practice.
  “Turn your paper over. Look at the pictures at the top of the page. What is the first picture?” yo-yo
- Give credit to any answer that corresponds to the picture, but lead to the answer provided.
  “What sound do you hear at the beginning of ‘yo-yo’?” /y/
  “What letter makes the /y/ sound?” y
  “Write the lowercase letter y on the line beneath the picture of a yo-yo.”
“What is the next picture?”  cupcake
“What sound does ‘cupcake’ begin with?”  /k/

• Point to Spelling Rule Wall Card 1.
“How do we spell the /k/ sound?”  k or c
“What sound do you hear after the first /k/ in ‘cupcake’?”  /u/
“What letter makes the /u/ sound?”  u

• Point to the u on the rule card. Then slowly move your finger back to the c.
“So what letter should we use to spell the /k/ sound?”  c
“Write the lowercase letter c on the line beneath the picture of a cupcake.”

• Repeat with #4 (banana).
“Look at the word by #5. Which letter is a vowel?”  a
“Put your finger under the vowel. How will we code it?”
short; breve

“Why?”  followed by a consonant

• Have children code the vowel. Ask a volunteer to read the word (yam). Help children blend the sounds, as needed.
“Draw a line from the word ‘yam’ to the picture of a yam.”

• Repeat with #6 (yak) and #7 (yell). Remind children to look for twin consonants.
“Look at the words at the bottom of your paper.”
“Read these words to someone at home tonight.”

• Try to call each child to your desk during the day to read the words in the High Frequency Word Box. Children must learn to recognize these words quickly in order to become fluent readers.

• Check each child’s worksheet and have him/her correct it.
• Have children put their worksheets in their Homework Folders.

► Optional Handwriting Practice: Use the strokes outlined in the Handwriting Booklet to demonstrate how to skywrite capital and lowercase y’s. Distribute Handwriting Master 33 and have children practice forming capital and lowercase y’s. Send home the completed master to show parents the correct formation of letter y. For additional handwriting practice and review of previously taught sight words, distribute Handwriting Master 67.
• Have children complete the sheet in class or as homework.
Classroom Practice

Objective: To practice recently introduced words

- Distribute Reading Practice 13. Before sending it home, you may check off words that the child can read. Parents should follow the directions for practicing the words with their children. Once the child can read the words easily, he/she should return the practice sheet to you.

School/Home Reinforcement

- Send the following home with children at the end of the day:
  - Worksheet 77
  - Reading Practice 13
  - Handwriting Masters 33 and 67 (optional)
Lesson 77

See Lesson 77A, Lesson 79A, and Lesson 81A.

- get
- fell
- let
- tell
- set
- help
- ten
- best
- hen
- spell
- egg
- one

Dear Parent/Carer,

Your child has learned the name, short vowel, and initial consonant of the word in, as in "Sunday." To help your child remember, repeat the word 3 times. As you play with the Child master charts, please note the builds to avoid.

Letter sounds to build: b, s, d, f, g, j, k, h, 1, m, n, b, y, z, s, v,

Re-read word one.
Right words are circled and should be connected.

Lesson 77
Lesson Preparation
Materials
- alphabet handwriting strips
- Review Decks
- Worksheet 78
- Handwriting Master 59 (optional)

Lesson Warm-Up

Alphabet Activity
Objective: To review vowels and the alphabet

- Children should have their alphabet handwriting strips available.
  “How many letters are in the alphabet?” 26
  “What two kinds of letters make up the alphabet?” vowels and consonants
  “Name the vowels.”  a, e, i, o, u
  “Let’s touch and name the vowels.”
- Point to each vowel as children name it.
  “What are all of the other letters called?” consonants
  “Put your pointer finger on A, and point to each letter as we say the alphabet.”
- Set a steady pace so children cannot sing the alphabet.

Phonological/Phonemic Awareness
Objective: To think of words that contain particular sounds

  “Raise your hand if you can tell me a word that has the /e/ sound.”
- Accept any word containing the /e/ sound.
- Call on volunteers to name words and identify the position of the /e/ sound within them.
- Provide hints as necessary. Continue as time permits.
Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, and sight words

- Quickly review the Letter, Picture, and Sight Word Decks.

Spelling Sound Review

Objective: To practice spelling letter sounds

- Seat children in small groups where they can write comfortably.
- Distribute Worksheet 78.
- Quickly review the following spelling sounds. Children should echo the sounds, name the letters that make them, and write the appropriate responses on lines 1–12.

<table>
<thead>
<tr>
<th>No.</th>
<th>Sound</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>/y/ y</td>
<td>7.  /s/ s</td>
</tr>
<tr>
<td>2.</td>
<td>/ʊ/ u</td>
<td>8.  /z/ z</td>
</tr>
<tr>
<td>3.</td>
<td>/b/ b</td>
<td>9.  /æ/ a</td>
</tr>
<tr>
<td>4.</td>
<td>/f/ f</td>
<td>10. /k/ k, c</td>
</tr>
<tr>
<td>5.</td>
<td>/m/ m</td>
<td>11. /i/ i</td>
</tr>
<tr>
<td>6.</td>
<td>/e/ e</td>
<td>12. /r/ r</td>
</tr>
</tbody>
</table>
- If necessary, write each letter on the board after children echo and name it.

Application and Continual Review

“Look at the letters in the box on your worksheet.”
“Circle the capital Y’s.”

- When children finish, have them count the Y’s.

“Turn your paper over. What is the picture in box #1?” log
“How do you spell ‘log’?” l-o-g

- If children have difficulty spelling the word, unblend each sound and have them write the letter that spells each sound.

“Write the word you spelled on the lines beneath the picture of a log.”

- Repeat with #2 (fan), #3 (pig), #4 (sun), #5 (cup), and #6 (net).

- Work individually with any children who need help while the others work independently.

“Look at the words at the bottom of your paper.”
“Read these words to someone at home tonight.”

- Try to call each child to your desk during the day to read the words in the High Frequency Word Box. Children must learn to recognize these words quickly in order to become fluent readers.
Check each child’s worksheet and have him/her correct it.

- Have children put their worksheets in their Homework Folders.

- **Optional Handwriting Practice:** Distribute **Handwriting Master 59.** Have children practice writing the capital and lowercase letters in class or as homework. Make extra copies if you would like to provide additional handwriting practice throughout the week.

### School/Home Reinforcement

- Send the following home with children at the end of the day:
  - Worksheet 78
  - Handwriting Master 59 (optional)